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THE CURRICULUM

In setting forth the work of the school in an outline form, one is almost entirely limited to the necessity of doing so in terms of subject-matter. In this way it is misleading. It shows at once too little and too much; it shows too little of the spirit that vitalizes the community, and too much of subject-matter. It must be left largely to the intelligent reader to gather from the general drift of the synopses some idea of the life which organizes the more or less disjointed parts, and it must be left to his good sense to discern how selections can be made from the boundless fields of subject-matter to suit the needs and capabilities of the children.

The following statements by the departmental teachers in the College of Education give something of the aim and scope of the work throughout the school. The more specific statements prepared by the Critic-Teachers which follow show the plan and substance of subject-matter in more detail for each school year.

ENGLISH

The study of English naturally occupies an important place in the school. Beginning in the earliest years with oral language, the children are taught the written forms, as they become necessary in their thinking. The daily work calls for such constant use of language that abundant material for the study of English is always at hand. The effort is made to teach strength and the graces of the mother-tongue through the demand upon the pupil that he shall express himself at all times in clear and concise language. As matters of economy, he is early taught the simpler rules for punctuation, the use of capitals, etc. The sentence as a unit of thought receives careful attention from the beginning. In the later years, especially the last year, the study

¹ The statements under English and Geography were prepared by the Principal.

embraces the ordinary rules of grammar as applied in a critical study of their own language forms. As soon as the pupils begin to learn to read, they commence compiling dictionaries of their own; later each pupil is required to purchase a dictionary, and he is trained critically in the selection and use of words.

SPEECH, ORAL READING, AND DRAMATIC ART

It is the aim of this work, first, to bring about freedom and expressiveness of voice and body; clearness, distinctness, and beauty of speech — good spoken English — by training the ear to hear, and the speech organs to form, well-shaped vowels and distinct, clear-cut consonants; second, to train the children to read intelligently and with a purpose; and to read aloud simply and naturally, with a clear perception of meaning, emotional content, and form. This will be done through the interpretation of literature, by means of extemporaneous speaking, and by the writing and acting of original dramas. Whenever possible, the literature being studied in English, French, and German is utilized for these purposes. The aim throughout is so to organize both the study and expression that the children shall acquire, not only independence in the use of reference books and literature, and freedom and spontaneity in expression, but also ability to think and do — that persistent and continuity of thinking which will enable them to handle new material — new literature — with intelligence, purpose, and increased power.

With the majority of children real, living interest in reading seems to develop rapidly about the fourth year of school life. If up to this time the background has been well filled in by the constant functioning of words when the child felt the greatest pressure for their use, he has a key to the situation. Technical difficulties are mastered under the new impulse with marvelous ease and skill. By the time he reaches the ninth school year he not only can read for his own pleasure and entertainment, but gradually a definite motive for reading has been developed, and he is able to use books intelligently in the study of subject-matter.

The organized social life of the school, the daily morning

meetings, the special-day exercises, and the festivals of the year give motive and opportunity for practice in oral and dramatic expression.

With the purpose of laying the foundation of an abiding love for what is noble and beautiful in our literature, the teacher interprets a limited number of suitable selections to the children which they can understand and enjoy, but cannot read for themselves.

It is the aim to note every speech-defect, to watch the child, and, at the proper time, to give him the necessary help toward overcoming his defect.

FRENCH

Aim.—The acquisition of the French language is not sought as an end in itself. The language of a people embodies their spirit. To learn a language is to know the spirit of its speakers, and to be eager to know all that concerns and expresses them—their manners, their customs, their literature. Thus is born and fostered social sympathy.

Methods.—Dramatic methods are used for several reasons. The strength of dramatic appeal is great because of its wide range—the stimulus coming through the eye, the ear, and the muscles. The close attention which comes from the pupil's interest and absorption in dramatic work is the strongest foe of self-consciousness. In no other way can such vivid impressions, both historical and linguistic, be produced. And, finally, through dramatic dialogue idiomatic phrases can be most readily and naturally learned.

Rounds, songs, historic games, and simple dramatic representations are activities suited to the child. The folklore of France, beginning with the simplest occupations of family life, form the basis for the study of the language in the Elementary School. The following are a few of the games and rounds characteristic of the people: "Il était une bergère"—shepherd life; "Sur le pont d'Avignon"—building, customs; "Avoine, Avoine, Avoine"—sowing and reaping; "La tour prends

garde," "Malbrough s'en va-t-en guerre" — war; "Au clair de la lune" — home life; "Quand Biron voulut danser" — dress; "Qu'est-ce qui passe ici si tard?" — chivalry; etc. Following, and almost in connection with, these rounds and historic games, stories and plays are taken up, as: *Noël, Les Vendanges, St. François d'Assises, Guillaume le Conquérant, Jeanne d'Arc, La Salle, Joliet, Versailles, Louis XVI, La Fayette en Amérique*, etc. These plays are based upon French festivals, events prominent in French history, and things characteristic of the life and the feelings of the French people. This rich, picturesque kind of history involves the study of manners, customs, appropriate settings, and national music.

Throughout the work careful attention will be given to the memorizing of grammatical forms, but the effort will be to make this part of the work incidental, and to lay the emphasis on substance. A breath of life enters the dry bones of grammatical construction, when the lessons are the outcome of a real need.

GERMAN

It is the aim, in teaching German in the grades, to give the children as large a vocabulary as possible, to enable them to use this vocabulary, to give them a good pronunciation and a fair understanding of the spoken language, and above all to make the German language a living thing to them. That is to say, this new subject must enter into their lives; they must realize that there are children who feel and talk and play as they do, although they speak German. This aim may be reached in different ways.

In the earlier years the German must stand for everyday occurrences and actions, or for ideas in which children are especially interested and which they fully understand. One is perfectly safe, however, in going back, as far as thought is concerned, two or three years. For instance, sixth-year children are delighted to learn rhymes, etc., the thought of which really belongs to the kindergarten age. Another means of making the language real is the correlating of the German with other subjects. This is being done whenever deemed profitable. A third way is the use of plays. A play surrounds the children with the natural

condition of the language, and is therefore the best substitute for a sojourn in a foreign country. Moreover, the frequent repetition of phrases, which is the best possible training for the ear, loses in a play all of its monotony because of the intense dramatic interest. It is hardly necessary to mention that subjects of plays given to children for the purpose of learning a language should be taken from the realm of children's ideas. That is to say, the children must represent what foreign children of their age in a foreign land would do. They must not use language expressing ideas which are foreign to them, for then again the language becomes unreal.

MUSIC

The object of the music work of the school is to awaken in the children a love for good music and to enable them to arrive at the meaning of the printed page. The course is a part of the curriculum, and begins in the kindergarten, where chief stress is laid upon ear-training, to get the children away from the "talking tone." This ear-training is carried on through the grades by means of interval study, the scale, and part-singing. It is expected that all cases of tone-deafness shall be overcome before leaving the grades. Attention to quality of tone is given throughout the work, and strident, harsh, or breathy tone corrected. Rote songs are used exclusively in the primary grades, and later are occasionally resorted to as inspirational material. Such songs are selected from the highest sources. Familiarity with musical notation is acquired through the writing of familiar phrases, as well as by the reading of exercises and songs. The children are led to give original musical settings to words of their own or to selected verses. The exercise of the creative faculty is an indispensable stimulus to the music work.

PHYSICAL TRAINING

The physical training of the Elementary School is carefully adapted to the needs and capabilities of the children comprising the various groups and grades. Growth, development, and functional activities are considered in their physiological relations.

System and method are designed to provide the opportunities for the more comprehensive motor activities otherwise derived in the ordinary school curriculum.

The direct and indirect effects of all forms of school work are carefully noted, and a normal development of the body constantly kept in view. Defects, as well as all important changes, are closely watched, and any deviation from the normal body counteracted through emphasis upon volitional control, acquired in specially directed gymnastics.

Correct habits of bearing and carriage and poise in address are steadily cultivated in educative and recreative activities, designed to emphasize persistence and self-care, the vital functions being carefully guarded in moderately regulated demands of sustained activities.

The physical training proper, not immediately connected with subjects of study and expression, will be of two kinds — concerted and individual. Pupils not equal to concerted work receive individual instruction in prescribed corrective work, college students being assigned for this purpose, who record results at regular intervals.

Physical exercises are given between recitations, whenever needed, and plays and games and athletics of all kinds, under the direction of experienced trainers, form part of the regular afternoon program.

Parents are earnestly requested to take careful and watchful interest in the physical development of their children in and out of school.

The medical staff of the school, in charge of the physical examinations, including sense-tests, vision, hearing, and teeth, and supervision of the seating and ventilation in the classrooms, will confer with parents or guardians whenever necessary. The physical-training specialists in charge of the physical training proper will advise on all matters pertaining to physical development and correction of defects.

ART

The primary aim of the art work in the Elementary School is to afford æsthetic and artistic development. Because art, from its very nature, expresses the interest of the artist, the subject-matter of the work in a large degree grows out of the organized life and experiences of the children in the school.

The crafts are the basis and initiative for design. Various forms of subject-matter afford the stimulus for pictorial expression. Incidentally such expression reinforces subject-matter. It does so, not because it reiterates facts already known, but because it views them from the standpoint of a new situation, viz., the æsthetic.

The following diagram will serve to indicate the various questions which are involved in planning a course of art instruction in any school:

AGE	MOTIVE OR INSTINCT	TECHNIQUE	METHOD	SUBJECT-MATTER
	<p>By motive is meant such elemental or racial instincts as the utilitarian or the æsthetic.</p> <p>Do these motives stimulate art expression in the individual?</p> <p>If so, which of these seems to dominate at various ages?</p>	<p>What kind of control must the child gain at different ages, so as to insure continued growth and satisfaction?</p> <p>This is not a question of subject-matter, but of emphasis upon certain phases of expression.</p>	<p>How can the desired control best be developed in accordance with stages of mental growth?</p>	<p>Under this is included the individual and temporary interests which must vary with the school environment, the curriculum, and even with the personnel of the class.</p>

Technique and method are placed between motive and subject-matter, because they should occupy an intermediate position. They represent the means by which the instinct is satisfied through the realization of particular ends, included under subject-matter. Subject-matter is the constantly changing factor in the course of study. Method is governed by psychology, and technique by the laws of art.

DRAWING AND PAINTING

For the work in drawing and painting in the Elementary School, water-color paints, charcoal, and pencil are used.

In the selection of subjects there is a close connection with the interests arising in the school, as is indicated in the outlines for each year. In this is offered the opportunity to enrich by expression in form and color the impressions of a particular subject in the curriculum, and this expression involves special technical and general æsthetic improvement.

Close analytic study of models, which can be carried on with older students, is not generally possible with those in the elementary groups, but there is developed an appreciation of the æsthetic attitude of mind toward the subject to be represented.

In dealing pictorially with the subjects suggested in the outlines, the emphasis is placed on the technical and æsthetic phases which are within the grasp of the pupil at the time. Through this emphasis there is possible a growth in the power of visualization, and muscular control in recording these observations. Æsthetic motives become dominant factors in the selection and arrangement of the subject in the pictorial panel.

Work in design, emphasizing balance in the form and tone qualities of spaces, and their arrangement in the panel with regard to harmony and contrasts of colors, deals with the same æsthetic laws which control picture-making, but, owing to its greater remoteness from the concrete stimulus, is more evidently controlled by these laws. The skill gained in drawing and painting will assist in this important work.

CLAY-MODELING

Clay as a medium seems to be especially adapted to the use of little children, because of the ease with which it may be manipulated, because of the permanent character of the finished product, and because of the real social value of the object which may be produced.

Modeling serves not only as a mode of expression for the thought which is inspired by subjects included in the curriculum

of the Elementary School, but is often connected most intimately with the experiences and interests quite outside of the school life. For the children of the lower grades it is valuable as an introduction to drawing and painting, inasmuch as it furnishes an opportunity for free expression with problems of perspective eliminated.

It is much less difficult to reproduce a form in a plastic material (modeling it exactly as one conceives it to be) than to represent this form of three dimensions on a perfectly flat surface. Moreover, if we believe in the cultivation of the tactual as well as the other senses, we must appreciate this actual physical contact with material and the more perfect realization of form which must come to the student through two channels simultaneously rather than through one.

The study of pottery, while it is a part of the work almost common to the whole school, is so arranged that a new technical problem is presented in each year. The entire course covers the designing and modeling of forms and the decoration of these objects with bright and matt glazes and with underglaze decoration.

TEXTILES

The aim of the teaching in textiles is to give children experience in the fundamental clothing processes, first-hand knowledge of the qualities of fibers and fabrics and understanding of the discoveries and inventions which have perfected textile machinery, and a basis for the appreciation of textile design. It is hoped that such teaching will initiate an interest in all textile work and workers, and direct the students toward an intelligent understanding of sociological conditions.

With this end in view, clothing, in its broad sense, is made a fundamental subject of study throughout the Elementary School. The youngest children begin the study objectively, using only such processes as they can invent and control. In the successive stages of spinning, dyeing, weaving, and sewing, from the making of crude mats and baskets to the finishing of garments and weaving of fabrics, the pupils develop skill, and through their successes and failures learn the universal history of textile evolution.

Interpreted by lessons in applied science, history, and design, work in the textile arts becomes a center of definite and usable knowledge.

WOODWORKING

In the Autumn Quarter the children of the last four years make Christmas presents, choosing, under the guidance of the teacher, the articles to be made. The plan, however, permits the making of any particular apparatus needed for science or other work. In the Winter Quarter they work upon class or school problems, either individually or in co-operation. For instance, the fifth-year pupils will make and furnish a plantation house. The house will be the outcome of the study of colonial history, and will be given to the school museum. If in the plan of a year the work does not especially call for illustration in wood, the children in the woodworking department devote themselves to such general school needs as happen to be uppermost. In the spring, the children follow, under guidance, their own wishes in the choice of things to make.

In these years there will be (*a*) free-hand drawing for proportion and design, (*b*) reduction of these drawings to working drawings, (*c*) blue prints of these mechanical drawings gradually introduced according to the skill of the pupils.

All, in proportion to their development, study (*a*) the history of the growing tree, (*b*) the process of lumbering, (*c*) something of lumber physics, (*d*) the myths of trees.

Throughout the work there is growing emphasis on technique, with instruction concerning the care of wood, finishing, and polishing.

METALWORKING

Metal offers a material by means of which the child may make objects that are both useful and artistic. Working with it develops a control unlike that found in the other handicrafts. This material has a very intimate place in daily life, and the use of it suggests questions in science and history which, if answered,

will show the development of the metal industry from the first crude operations of prehistoric peoples to the more complex processes of today.

The work in this school is now in its beginning, as it has been carried on this year only in the sixth and eighth school years. There will therefore be great similarity in the processes throughout the school for next year.

Metalwork has many possibilities, among them the following: (1) Simple articles of social use, on which decoration may be etched, pierced, chased, or engraved. (2) It may be used as decoration in woodwork or in connection with pottery. (3) It is the material best adapted for jewelry, as brooches, belt buckles, hatpins, etc., including all the processes necessary to the jeweler's craft.

BOOKBINDING

The work in book-making is related to the study of the mediæval period of history assigned to the tenth year. The stories of the devotion with which the monks wrought their beautiful manuscripts, and the earnest and painstaking work of the early binders and printers, offer inspiring and useful reading. The following outline gives a course planned for one year, for a group of ten children in the tenth year, and also the equipment needed:

First process: (1) Making a portfolio. (2) Case binding: folding; sewing; putting in boards; covering; blind tooling.

Second process: Putting a book into a half-leather binding: tearing apart and mending book; sewing; backing. Putting into boards: head bands; covering; tooling.

Third process: (1) Putting a book into full-leather binding: different kinds of sewing; backing; putting into boards; head bands; covering; tooling. (2) Library binding.

School equipment: 5 sewing-frames; 3 letter-presses; 1 cutting-press; 4 finishing-presses; 1 photograph-cutter; 4 sets of backing-boards (can be made in manual-training shop); 4 lithographic stones, blocks of marble, or squares of cut glass; 4 knocking-down irons (flat-irons can be used); 1 glue-pot; type

and pallets; simple tools for finishing. This equipment will cost about twenty-five dollars.

Individual equipment: Folder; cutting-knife; scissors; straight edge; square; leather knife; bodkin; hammer; 4 tins; 2 pressing-boards; paste brush; library paste. The total cost of this outfit is about three dollars and a half. A number of the things are already owned by the children, or can be borrowed from other departments.

Stock: leather; cloth; paper; boards; sewing-cord, tape, and thread; silk for head bands; glue; paste.

Books: Aldrich, *Friar Jerome's Beautiful Book* (poem), (Houghton, Mifflin & Co); Brassington, *History of the Art of Bookbinding* (Stock); Bouchot, *The Book: Its Printers, Illustrators, and Binders* (Grevel); Cockerell, *Bookbinding and the Care of Books* (Appleton); Davenport, *English Embroidered Bookbinding* (Dodd, Mead & Co).

COOKING

The work in cooking in the Elementary School finds its chief justification in its social value, both in its direct influence upon the life of the school, and in the interest that it stimulates in the home life. It is so directly related to the every-day life of the children that it makes a strong appeal to their interest, and the fact that they are able to apply so immediately the skill acquired gives it additional value.

As a form of applied science the cooking suggests many problems to be worked out, and cultivates the power to apply theory to practice, while it gives control of material, and develops a sense of individual responsibility. It also furnishes a strong motive for much of the formal work in reading, writing, and number, and illustrates and emphasizes certain phases of geography and history.

The work is so planned that during the course the children become familiar with all the ordinary processes of cookery and with the different food principles. They gain skill in the combination of food materials and a knowledge of the composition and nutritive value of food. The lunches served from time to

time develop in the children the spirit of hospitality and grace in extending it.

In the earlier years cooking is chiefly considered as an activity, and later the more scientific aspects of the work are developed, while the social purpose is emphasized throughout.

In the tenth school year in addition to the cooking, chiefly employed when needed for special occasions, a study of the house is made.

MATHEMATICS

Through constructive work, games, drawing, and children's activities, the kindergarten and third year afford exercise in such measurement and counting as furnish the image cores, or concept germs, of number and form.

The fourth to the seventh years, through the use of real quantitative material drawn from home, community, and school occupations and activities, and from the other studies, make the number and form work real and purposeful, secure mastery of the tabular facts through *abundant natural uses*, and provide drill enough to keep process from obstructing thought.

The eighth school year applies the knowledge gained to questions of barter and valuation called for by those activities that have to do with the food, clothing, and shelter of man, and that touch a wide circle of human interests and concerns. Skill in process is kept up and heightened through (a) the incidental and (b) the formal mastery of common and decimal fractions.

The more technical occupations of the contractor and builder, the banker, the money-lender, etc., which have to do with the larger affairs of the community and the nation, are studied in the ninth and tenth school years. The arithmetic is bound together through generalized number. The work is essentially correlated arithmetic, elementary algebra, and geometry. Percentage, interest, and measurement are given a real setting among those human concerns that make them essential parts of the elementary curriculum.

NATURE-STUDY AND APPLIED SCIENCE

The field of nature-study embraces the various features of the surroundings of the school which can be kept easily under continuous observation. The aim is to plan the study, and to assign the different areas, so that by the time the pupil has passed through the school he will have an intelligent knowledge of the natural features and productions in this vicinity. It is intended also that he shall get through applied science a knowledge of the scientific aspects of our industrial life. The former furnishes a sound basis for work in geography, as the latter does for history. To the nature-study of the school, geography *adds the perspective of space*, as history *adds the perspective of time*, and all three therefore contribute directly the upbuilding of a great world-picture which embodies in due proportion the scientific and historic aspects of human life.

The entire school takes part in the care of the garden and grounds. The pupils of each year choose some definite work for which they agree to become responsible. Similarly, outside of this, an area in the adjoining parks is chosen and studied with a view to becoming acquainted with the life-content and the physical conditions affecting that particular field. Graphic records are kept with a view to representing the events of the season. The aim is to organize and record the observations so as to preserve the coherence and the unity of the rolling year. In this work drawing and painting, modeling and writing, play an important part. Reading, number, and the beginnings of geometry also contribute to the final results. This work is strongly supplemented by field trips to outlying but convenient regions more fully noted elsewhere.

GEOGRAPHY

Geography deals with the social, industrial, and political relations of people, with especial reference to the influence of the climatic and other physical conditions which affect their lives. By means of systematic field work, the pupils become acquainted with certain definite physiographic types in the vicinity of

Chicago. These embrace building and wearing action on the lake-shore; the formation of valleys and river systems as a study of natural drainage; the formation of bogs and marshes, and a study of soils as a basis for agriculture, with some consideration of the distribution of life. The geological history of the region, mainly through the numerous and interesting evidences of glacial action, is necessarily worked out to a considerable extent as an explanation of present surface forms and conditions. Due attention is given to local meteorological phenomena.

A careful study is also made of the geographic relations of Chicago: the physical features determining its location and mode of development; its natural commercial advantages—the river and lake; and the means by which it has turned the physical conditions to the advantage of human life. The city is also studied as an organizing trade center of the middle West, through its lake and railroads, as both a receiving and distributing depot.

Upon this primary regional study rest the geographic pictures of a continental and world-type that are developed in the middle and later years of the course. The geography of each continent and important country is followed out along lines similar to those pursued in local study and in close connection with the subject of history, especial attention being given to our own continent. In the last year the pupils have reached a point where life-distribution, as determined by climatic and other factors, can be profitably studied.

The work is supplemented throughout by the use of sand-modeling and chalk-modeling, and by the use of a large indoor geographic laboratory especially constructed to show typical processes of surface changes.

HISTORY

The study of history in the University Elementary School begins with the third school year. That history is not used for the younger children in most schools is due to the fact that people usually think of it as relating especially to political and governmental affairs. The average person, when asked why

children should study history, says: "To cultivate patriotism, and to fit the children for citizenship;" meaning by this, for the duties of the voter. On the other hand, in the last few years the study of social science and economics has changed to some extent our views in regard to the nature of history, and shown us that political conditions depend largely upon industrial conditions. Much more emphasis is now placed upon industrial and social history in higher institutions than formerly, and much more attention is given to them in the writing of history. The lower schools have not yet adjusted themselves to the new conception.

Much of our history is based upon the occupations of the school. Creative work is the center of the course of study for the younger children, and often the point of departure for the later years. But as the children gain in power, their study of history is gradually differentiated from the occupations and the other studies.

The children of the early years find their problems chiefly in the home. They like to share in the occupations of others, and they dramatize in their play these occupations. These things that they do put questions to them—questions that are rarely answered in the home, at least in such a way as to give the child added power over his own experience. In school the occupations may be so organized that they form the natural entrance into the field of knowledge in science and history.

The interests of the children in the middle years take in the larger social group, the neighborhood—here, the city—with the occupations of the people, their trade and commerce, and our public works. Pioneer life is very close to the sympathies of the children, and we have in this country an abundance of material for it, both in our local history and in that of earlier colonies.